School Strategic Improvement Plan *"The kingdom of heaven is like a grain of mustard seed that a man took and sowed in his field. It is the smallest of all seeds, but when it has grown it is larger than all the garden plants and becomes a tree, so that the birds of the air come and make nests in its branches."* Matthew 13:31				
Section 3: Learning and teaching *"What you have learned and received and heard and seen in me—practice these things, and the God of peace will be with you."* Philippians 4:9 **Monitoring member of SLT: J Morgan** **5 Ws**- Welfare, Word and Witness *No teacher left behind…no learner left behind*				
Aim: To validate the new GCSE standard and ensure all teaching is accurately pitched making the 'implicit explicit' and addressing misconceptions at every stage.				
Focus	Appraisal target to ensure that all teacher feedback impacts on pupil progress.	No pupil left behind, no teacher left behind- Strengthen accountability at all levels. Accountability for progress of **most able** to be key focus.	Teach in response to learning and progress addressing misconceptions, by using differentiation to ensure all pupils are challenged and by making the implicit, explicit.	Learning adventure campaign: Further develop teaching and learning strategies to encourage independent and collaborative learning and a culture of resilience in learning using growth mindset language.
What will be done when?	From September 2017 (Ongoing) All staff will commit to: 1. Providing regular feedback to pupils in line with the St. Joseph's Impact Marking policy. 2. Allowing pupils enough time to respond to feedback and recognising progress made in their response. 3. Holding pupils to account for the quality of their learning and work.	From September 2017 (Ongoing) and in line with departmental SEQA calendars All staff will commit to: 1. The 'Holding others to Account the St. Joseph's Way' Policy 2. Complete all SEQA activities in line with career stage expectations (September 2017 ongoing- in line with departmental SEQA calendars). 3. HoDs and MOLs will take ownership of their own QA folders and process (September 2017- ongoing). 4. HODs and MOLs will plan their own SEQA calendar across the year (July 2017- ongoing)	From September 2017 (at least once per term in line with departmental SEQA calendars) All teachers will use IRIS connect to share good practice in line with their departmental SEQA calendar and beyond. From September 2017 (Ongoing in line with departmental SEQA calendars) Department meetings will focus on development in these areas- joint planning, creating resources, sharing of resources. Staff will share good practice at CPDF sessions. September 2017 INSET DAY- deliver CPDF on E-Praise Homework facility (PH) From September 2017 (Ongoing) differentiated homework to challenge pupils at the level	From September (at least once per term) Use IRIS connect to capture and share good practice. CPDF will focus on development of T&L strategies (opportunities for CPDF- 31/10/17, 27/2/18, 20/36/18, 6/6/18, 27/6/18 TBC). Growth Mindset language will be used by staff and classrooms will provide a Growth Mindset culture (September 2017 ongoing). Use this as a T&L focus in departmental IRIS. Appoint problem solving champions to lead growth mindset initiatives and teach resilience. Introduce 5 part lesson following consultation on the LEARNing episode framework.

		5. Middle leader meetings will be used to train and empower staff.	appropriate to their ability will be set using E-Priase.	Introduce and display St. Joseph's Way Posters and E-Praise posters (September 2017- ongoing) Facebook campaign – countdown to the adventure beginning. Facebook campaign – take responsibility for enough sleep.
What will be the tangible impact?	Pupil progress will be clearly evident as a result of teacher feedback.	Quality first teaching and learning Pupil progress in line with expectations. Most able learners achieve the highest grades and be on track for grade 7-9 at GCSE.	IRIS observations, learning walks and formal lesson observations will demonstrate that teachers are teaching in response to the learning and progress that takes place in the classroom, that misconceptions are foreseen and addressed within lessons. Every pupil is challenged in their learning appropriate to their ability and beyond. Challenging homework that enhances pupil progress is set on E-Praise. Parents can access this and completion of homework is evident in pupils books and further progress is evident as a result of completing this homework.	Lesson observations, learning walks, IRIS observations, book looks will demonstrate learning that is challenging and not capped. Classroom environment will have a growth mindset culture in terms of the learning that is taking place and in classroom displays.
Who is responsible?	All Staff/ HODs/ SLT	All Staff/ HODs/ MOLs/ SLT	All Staff/ JMo/ HODs/ SLT	All Staff/ JMo/ HODs/ SLT
Cost				
Review	December 2017/January 2018	December 2017	January 2017	January 2017
January Next steps	Share models of good practice following SLT moderation process WB 22.1.18	Use RE HoD SEQA file to share practice and develop other HoDs. Regain control of SEQA in Science, Tech, maths.	Teachers to use IRISconnect in lessons	L&T review Feb 6th to test integrity of LEARNing episodes.